

Organisation name	Select English, Cambridge
Inspection date	14–15 March 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Select English, Cambridge in March 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+) and for closed groups of under 18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, academic management, course design, teaching, care of students and accommodation.

The inspection report stated that the organisation met the standards of the Scheme.

Organisation profile

Inspection history	Dates/details
First inspection	July 1997
Last full inspection	2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Select English Cambridge Summer
Other related non-accredited schools/centres/affiliates	St Andrew's College (inspected by OFSTED)

Private sector

Date of foundation	1991
Ownership	Select English Ltd. Company number: 03410953
Other accreditation/inspection	ISI

Premises profile

Address of main site	9–15 Station Road, Cambridge CB1 2JB
Details of any additional sites in use at the time of the inspection	Jesus College, Cambridge University Two conference rooms used once a year by request of a closed group
Details of any additional sites not in use at the time of the inspection	St Andrews College, 89 Regent Street, Cambridge CB2 1AW During the summer months Select English adult classes move to the Regent Street building to allow the Station Road buildings to be used for juniors.
Profile of sites visited	The school is based in two four-storey detached houses (Numbers 9 and 11 and 13 and 15 Station Road) close to the main railway station and 15 minutes' walk away from the centre of Cambridge. Numbers 9 and 11 are mostly used by St Andrew's, with the exception of the common room which is used by students from both schools. Select English occasionally uses classrooms in 9 and 11. The main reception for Select English is in number 13. Numbers 13 and 15 house shared administrative offices, a computer room for students, nine classrooms, the teachers' room, a meeting room and a sick room. There are kitchens for staff use in both buildings.

Student profile	At inspection	In peak week: September (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	49 (+1 St Andrews)	48
Full-time ELT (15+ hours per week) aged 16–17 years	8 (+9 St Andrews)	12
Full-time ELT (15+ hours per week) aged under 16	0	37
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	20	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	77 (+10 St Andrews)	97
Minimum age	16	15 (closed groups)
Typical age range	16–50	15–25
Typical length of stay	4 months	4 months
Predominant nationalities	Chinese, Emiratis	Chinese, Emiratis, Italian
Number on PBS Tier 4 General student visas	(St Andrews 1)	(St Andrews 1)
Number on PBS Tier 4 child visas	4 (+ 8 St Andrews)	4 (+ 5 St Andrews)
Number on short-term study visas	67	40

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	10	10
Number teaching ELT under 10 hours/week	2	
Number teaching ELT 10–19 hours/week	1	
Number teaching ELT 20 hours and over/week	7	
Total number of administrative/ancillary staff	10	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	8
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	10

These figures exclude the academic managers.

Comments
The director of studies (DoS) and senior teacher are both TEFLQ.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
The school runs general English courses for adults (16+) year round. Occasionally students younger than 16 attend classes before taking up a place at St Andrew's. Courses are for 15, 21 or 24 hours per week, with one-to-one tutorials every two weeks. General English classes take place in the mornings and afternoons. Pre-IELTS and IELTS preparation classes take place in the afternoons.
At the time of the inspection eight general English courses were running in the mornings, with five pre-IELTS and IELTS classes and two general English classes in the afternoons. One-to-one tuition is offered but none was taking place at the time of the inspection.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	30	25
Private home	2	1
Home tuition	0	0
Residential	0	1
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	17	1
Overall totals adults/under 18s		
	49	28
Overall total adults + under 18s	77	

Introduction

Select English, Cambridge, is a subsidiary of St Andrew's College, Cambridge, and the provision, management and use of the Station Road buildings of the two organisations are closely interwoven. St Andrew's provides GCSE, A Level and university foundation courses. Select English offers only English language courses and most of its students attend only courses at Select English. However, a number of students spend time at the school improving their English to a level that enables them to progress to St Andrew's, which is why, despite publicity stating that the minimum age is 16, Select English occasionally admits students younger than 16 to its adult classes prior to taking up a place at St Andrew's. St Andrew's has a separate building in Regent Street but also shares use of number 9 Station Road with Select English.

The interlinking of the two organisations also involves shared roles: accounts, marketing, health and safety, registration and accommodation are all shared departments, with staff working for both organisations.

The school is a family-owned business, with members of the family actively involved in both strategic and operational management. The founding director concentrates on business development and has delegated responsibility for much of the day-to-day running of the school to the deputy director and the executive manager. There have been very few staff changes since the last inspection. Of the ten teachers working at the time of the inspection, five have worked at the school for between four and ten years, and five have been appointed within the last three years.

The inspection was carried out by two inspectors and lasted just under two days. The inspectors talked to the managing director, the deputy director, the executive manager, the academic manager, the academic registrar/estates manager, the accommodation officer and the marketing and operations manager. All teachers were observed, including two teachers teaching a closed group in one of the university colleges. Focus groups were held with students and with teachers, and one inspector spoke to the group leaders accompanying the closed group. One inspector visited three homestays and one of the student residences owned by the school.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 Sampling identified the following issue: there was a lack of fire evacuation notices in some of the classrooms. This was addressed promptly during the inspection and the situation is now satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure of the school is clearly set out and lines of responsibility are well understood. The deputy director and the executive manager are responsible for the day-to-day running of the school, while the academic manager manages the academic aspects of the provision and leads the teaching team. Members of the management team work closely together and can cover for each other in the joint management of the two schools (Select English and St Andrew's). This arrangement works effectively for Select English with both staff and students praising the support they receive.

M4 Communication within the school is excellent. There are regular minuted meetings for teachers and administrative staff, and quarterly management meetings. All staff are invited to attend these meetings and to contribute to the agenda. Transparency and consultation are key features of the school and teaching staff commented on the inclusive ethos of the school and how well informed they were.

M7 There are clear and thorough procedures for inducting new staff in all areas of the school, including safeguarding and child protection. Completed and signed induction checklists were on file for more recently appointed staff. A teacher appointed the week before the inspection spoke highly of how supportive the induction procedure had been.

M8 All members of staff have an annual appraisal which is part of the ongoing cycle of whole school improvement. Targets are set and areas identified for development, some of which tie in to professional development opportunities. Student and staff feedback, as well as classroom observations and self-review, feed in to the appraisal process. Detailed records of appraisal were on file for both teaching and administrative staff and staff reported their appraisals had been constructive.

M9 The school has a strong commitment to staff training. Administrative staff have had an impressive range of training in advanced safeguarding, the Prevent strategy, safer recruitment and first aid, as well as role-specific training courses. There are regular teachers' continuing professional development (CPD) sessions and generous funding is available to help teachers upgrade their qualifications and for attendance at external training events, such as conferences.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Staff are well able to handle the volume of work, even at peak times, and there are good and effective cover procedures in place, as was evidenced at the time of the inspection. The school has invested in a comprehensive IT package and student information requested by the inspectors was retrieved quickly and easily. Student feedback on the helpfulness of administrative staff is consistently good.

M13 Students' local addresses and next of kin contact details are collected at enrolment, including the relationship

of the contact to the student and whether the contact speaks English. A database report highlights any missing information for current students and evidence was seen of proactive updating. Named members of staff have remote access to the database so that information can be accessed quickly in any emergency at any time. All student records sampled were complete.

M14 The school monitors attendance and punctuality very closely, making use of paper registers and an electronic signing-in system. The DoS visits all classes to check attendances at least once a day and particular attention is paid to under 18s. A clear system of verbal and written warnings is in place and there was evidence of this being consistently implemented. Students arriving more than ten minutes late may be refused entry to the class. Under 18s arriving late are sent to the DoS before they are allowed to enter their class. Students in the two focus groups were very well aware of the attendance and punctuality policy.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The school operates a comprehensive quality review cycle, incorporating external sources of information such as various inspection reports, self-evaluation, staff feedback with all departments feeding in, and student feedback. Detailed records of action taken were seen.

M18 Student feedback is taken very seriously by the school. Students complete an initial feedback questionnaire, a 12-week questionnaire and an end-of-course questionnaire. Overall satisfaction scores are calculated and reports created and analysed by senior management. These are then circulated to staff concerned. Action taken as a result of these reports is recorded. Feedback is also collected during the fortnightly individual tutorial sessions and action recorded by the teacher. Students in the focus groups were all very satisfied with their course and the school's services.

M19 Staff can give feedback at appraisals and meetings and informally on a daily basis. Teachers spoke highly of the management's approachability and positive response to feedback.

M20 A clear complaints policy is in place. This includes recourse to a named person in the school and to an external organisation. Posters outlining complaints procedures are displayed throughout the school and are written in accessible English. All complaints, regardless of how small, are logged on a database and action taken is noted and communicated to the complainant.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity materials comprise a website and a printed brochure. The school also uses social media sites.

M21 Both the website and the brochure are written in clear, error-free English that is very accessible to non-native speakers.

M22 Information about the school is accurate and gives rise to realistic expectations about the premises and what kind of student experience the school offers. There are useful maps on the website and in the brochure showing the location of the school. Pictures and student testimonials are clearly captioned.

M24 Course information is presented clearly. However, the minimum age is given as 16 and there is no mention in the publicity that under 16s are sometimes present in classes.

M25 The fees section on the website is exemplary. Costs are easy to find and very clearly displayed.

M28 The description of staff qualifications on the website is accurate. However, the printed brochure describes five members of staff as having diploma-level qualifications when in fact this is only true of two staff members. Three teachers have still to complete the diploma-level qualification, the brochure having gone to press in the expectation that they would achieve the qualification before its distribution.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of students. Publicity is clear and accurate in most respects. Management consistently provides high quality support for both staff and students in all areas, and quality assurance systems are robust. *Staff management, Student administration and Quality assurance* are all areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The school can comfortably accommodate the maximum number of students. There is generous provision of space in the common rooms and external areas to the rear of the buildings.

R2 The buildings are in a good state of repair and decoration, adequately furnished and cleaned regularly. There are well-maintained gardens for student use at the rear of the buildings. One of the student toilets inspected did not have hand-drying facilities. A paper towel dispenser was fitted during the inspection and the situation is now satisfactory.

R3 Classrooms are adequate in size and students can see, hear and write comfortably. A few rooms suffer from the noise of traffic when windows are open.

R4 There are two good-sized student common rooms shared with St Andrew's students, one equipped with ten computers and a printer for student use and the other with a large wall-mounted screen, vending machines and sofas. The external garden areas have picnic benches, tables and sports equipment for students to use, as well as a safe place to leave bikes.

R5 Signage and display is of a high standard throughout the school. Posters are clear, attractive and informative. Students and visitors can easily find their way around the school.

R6 The staffroom is bright and spacious with comfortable seating, sufficient workplaces with internet access and printing facilities for all staff and plenty of storage for personal belongings. It provides a pleasant environment for teachers to prepare and relax in.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
----------------------------	--------------------------	-------------------------------------	--------------------------	-------------------------------------	--

Comments

R8 There is a good, well-organised selection of supplementary materials for teachers, including additional coursebooks, dictionaries, examination preparation materials, teacher resource books, relevant methodology books, games and files of photocopiable worksheets. Resources are easily accessible and clearly labelled.

R9 The school has a policy of updating and upgrading its stock of interactive whiteboards (IWB). All main classrooms have IWBs with speakers, a networked computer with internet access and a whiteboard. All staff have had training in the use of the IWB and use this technology with confidence.

R11 There is a small lending library of graded readers located in the DoS's office.

R12 Review and development of teaching and learning resources is ongoing. Teachers commented favourably on the supply of resources, that their views on coursebooks are sought at the end of each term and that their suggestions for new resources were always followed up.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises provide a comfortable and professional environment for both students and staff. The school's learning resources and teaching facilities support student learning. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 Three teachers are completing diploma-level qualifications.

T4 The DoS and senior teacher are both TEFLQ and have many years' relevant experience. The senior teacher has also completed a diploma-level qualification in ELT management. Together they form a strong academic management team.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Care and attention is given to matching teachers to the courses that are the best fit for them and for the students, taking into account teacher preferences and experience. The CPD programme offers opportunities and support to extend the capacity of teachers to work on different courses.

T8 Robust arrangements are in place to cover any teacher absences. The school can call on a number of local teachers who have previous experience of working at the school and the DoS and senior teacher are on site to step in and cover classes if necessary. Classes are never cancelled.

T9 There are good procedures to cope with continuous enrolment. Teachers work on the basis of a weekly programme and students join classes at the start of a week. Care is given to the correct placement of students and the fortnightly tutorial system ensures that progress is checked and support provided.

T10 The DoS and the senior teacher are located opposite the teachers' room and are always available to offer

support and guidance. To further enhance individual staff development peer observation takes place regularly, facilitated by the DoS teaching a class for the observer or being observed herself. Teachers attend in-service training workshops at least once a month, which are often led by the teachers themselves. The topics addressed in these workshops are decided by teacher targets discussed in observations and appraisals.

T11 Every teacher is observed formally at least once a year and feedback on observations links into the annual appraisal system. In addition, the DoS drops in on classes regularly. Observation notes on file were seen to be clear and constructive, and teachers spoke positively of the observation feedback process. New teachers are observed in their first week, with follow-up observations, peer observations or fortnightly drop-ins if deemed necessary.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Course design for the general English classes is based on a syllabus, as a framework, and a coursebook, which is changed every 12 weeks. Afternoon classes focus on developing skills for IELTS. The principles of the course design are in the teacher handbook and displayed in the staffroom, and are linked to the criteria for observation. Course design for closed groups is topic-based, linked to the leisure programme selected and planned in consultation with the group leaders and/or agents to suit the needs of the particular group.

T13 Review of course design is regular and ongoing and feedback from teachers and students on choice of coursebook is taken into account. The afternoon classes were changed from courses leading to external general English examinations to pre-IELTS and IELTS preparation classes in response to student feedback.

T14 Weekly plans are displayed in classrooms and the general syllabus is given to students at induction.

T15 Study and learning strategies are highlighted in tutorials and evidenced in the tutorial booklets each student is given. Teachers are encouraged to cover study and independent learning strategies systematically in classes. Evidence of this was seen in some of the lessons observed.

T16 Teachers incorporate real-life examples of English language and culture into their teaching, using the very good technical resources at their disposal, to assist students in developing their English language skills outside the classroom.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 There are good procedures in place for the correct placement of students taking their needs and their learning goals into account. In the classes observed, students had clearly been placed in the appropriate level. Students in the focus groups expressed satisfaction with both the level and the mix of the classes they were placed in.

T18 Student progress is monitored carefully and consistently. The weekly progress tests and fortnightly tutorials enable both teachers and students to assess progress and result in targets being set, which are then reviewed at the following tutorial. If students are unhappy with the level of their class they can request an early end-of-level test and are then allowed to go up a level if their test result justifies it.

T21 All students receive a professionally presented end-of-course report with a tutor comment.

T22 Advice, information and expertise in this area is readily available at St Andrew's.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	Morning and afternoon classes, general English and IELTS; one closed group.
Comments	
None.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated a good knowledge of linguistic systems and were well able to model spoken and written English accurately. However, there was little evidence of models being written up with helpful information for students, such as stress marks and parts of speech, to support students in their recording of new vocabulary.

T24 Lesson plans and class profiles showed a good understanding of the learning needs of students. Some class profiles were very detailed and showed good awareness of the needs of individual students. Most teachers had a range of appropriate extension tasks ready for students who finished early.

T25 In some classes learning outcomes were written on the whiteboard and referred to by teachers. In other classes it was not clear how activities planned would lead to specific learning outcomes.

T26 A good range of teaching techniques was noted including role play, group and pair work, concept checking, elicitation and clear instructions. In weaker segments teachers had a tendency to ask for definitions and then explain meaning themselves.

T27 Most teachers observed used IWBs confidently, effectively integrating video and audio clips into lessons. There were good examples of students being prompted to use their mobile phones for specific tasks, and this was built into lesson plans. In some classes the configuration of furniture worked well; in others teachers did not appear to give the layout of the classroom much thought, particularly in relation to small groups.

T28 Teachers monitored language well and gave positive and encouraging feedback. Students were often set tasks which involved monitoring and giving feedback to each other. Correction was generally handled well and a range of techniques was seen, such as peer and self-correction and note taking by the teacher to support delayed correction.

T29 Almost all classes observed included a variety of activities, such as exercises, dialogues, role play and the use of mini whiteboards to help students and teachers evaluate whether learning had taken place. Students were frequently reminded of the purpose of the activity they had just completed and how it linked to previous lessons.

T30 Teachers knew their students well and were able to motivate and challenge them. There was very good rapport in all the classes observed. Students worked well together and were clearly focused on the tasks assigned to them.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good, with the majority of segments observed being assessed as good or better. Teachers' knowledge of the language was generally sound and lesson planning was detailed and thorough, taking the needs of individual students into account. Teachers used a range of techniques and resources. Feedback to students was skilful and students were engaged in their learning. A variety of activities was used to good effect to evaluate student learning. Rapport was good in all classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and experienced and the well-qualified academic management team provide good guidance and support. Programmes of learning are well managed and are appropriate to students' needs. The teaching observed met the requirements

of the Scheme. *Academic management, Course design and Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The health and safety officer is in overall charge of the very good measures in place to ensure the safety and security of students on school premises. Risk assessments of the premises are up to date and reviewed regularly, fire drills take place every term and are logged, and first aid provision is good. Recent safety improvements at the front of the school buildings keep students safe from cars parking. All exterior doors have coded entry systems. The reception opposite the main entrance is always staffed, and visitors sign in and out and wear lanyards. Similar safety measures are in place at the residences owned by the school; these were checked at the residence visited.

W2 All staff are encouraged to be aware of students' potential welfare needs; teachers note any concerns during the two-weekly tutorials, and when checking students' daily diaries which are written in class. The DoS is the school's welfare officer; she introduces herself at induction and shows new students where her office is. She meets separately with any 16 and 17 year-olds enrolled on the school's adult courses to check on their welfare. Students are free to use a designated classroom for prayer/reflection.

W3 The welfare officer's photo is in the student handbook, and on noticeboards around the school and in every classroom.

W4 The school has a clear policy for dealing with abusive behaviour, written in language accessible to all students. This is available to staff in their handbook, and referred to in the school rules in the student handbook; there are also easy-to-understand notices around the school and in classrooms. The school management team is fully engaged with its responsibilities relating to the Prevent strategy.

W5 Students are given the emergency number at induction and enter it into their mobile phones. The emergency phone is held on a rota shared by senior staff.

W7 The student handbook is excellent; it contains a wide range of practical information which is presented attractively and in accessible language. There is clear guidance on who to ask for any further information required, and additional information is on noticeboards around the school.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay and private home accommodation, most of which is within three to five kilometres' distance from the school. Accommodation is in single rooms with half-board.

The school also has six halls of residence, mostly used by students from St Andrew's year round, and exclusively by Select English students during the summer months. The residences are all within walking distance of the school and consist of a mix of single and twin rooms, many of which are ensuite. The residences house between eight and 18 students. Each residence has a live-in house manager who prepares breakfast and dinner every day.

One inspector visited three homestays and one residence. A brief visit to a second residence was made while inspecting the premises at a university college used by the closed group.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Two of the three homestays visited were satisfactory, and one provided very good accommodation, with all the required services in place. All three hosts were welcoming, and clearly aware of the need to provide a safe and comfortable home. The residence visited offers excellent accommodation, with good-sized rooms and ensuite bathrooms; the live-in house manager is caring and very professional in her approach to ensuring students have a comfortable and welcoming place to stay, while also following the rules in place. The homestays and residence have Wi-Fi provision. There are suitable arrangements for laundry.

W10 The accommodation officer is very experienced and her assistant has many years of experience as a host. They undertake a very thorough checking process, with checklists, when visiting potential hosts; very helpful support is given to hosts to help with completing the required fire risk assessments, and checks are made that Gas Safe certificates are in place and up to date.

W11 The accommodation officer and her assistant aim to re-inspect homestays every year and achieve this for almost all homestays. Hosts are required to undertake fire risk assessments and provide copies of Gas Safe certificates every year.

W12 Record keeping is exemplary. The records sampled contained up-to-date information about hosts, records of visits and checks of safety measures. Systems are in place to indicate when re-visits are due, and the age of teenage children in the homestay so that suitability checks can be carried out when they become sixteen. The accommodation officer checks whether there are any students from other schools in the homestay before confirming booking.

W14 Feedback is collected from students at the end of their first week, and at the end of their course. There was evidence that any issues are followed up promptly by the accommodation team, and action taken recorded. Feedback, both positive and any negative, is passed on to hosts. The hosts visited commented on the efficiency, and responsiveness to issues, of the accommodation team.

W15 Some basic guidance about providing meals is included in the homestay agreement hosts sign. All three hosts visited were aware of the need to provide healthy meals, and were careful to respond to the likes and dislikes of their students in relation to food. House managers in the residences draw up a weekly meal plan, which includes a good variety of freshly cooked food.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Hosts sign a homestay agreement which sets out very clearly the rules, terms and conditions, and booking and cancellation arrangements. The agreement includes very practical guidelines on how to ensure that the student feels welcome and at home.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 The house manager in the residence visited was following a schedule of daily cleaning of kitchens and common areas, deep cleaning of rooms every week, and further thorough cleaning at the end of every term. The residence was spotlessly clean.

W23 The house managers are trained in first aid and all students are registered with a local GP.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 There is some practical information about social, cultural and sporting opportunities in Cambridge in the student handbook, although relatively limited information is available in school about current events.

W27 The DoS organises a weekly programme of two events, including museum visits, punting, bowling and restaurant meals. The programme is supplemented by events and sports activities which are part of the St Andrews' social programme, although participation by Select English students is relatively low.

W28 There are very good activity-specific risk assessments for all on- and off-site activities, with practical guidelines for the teacher leading the activity on how to respond to situations where students might be at risk. Teachers sign to confirm they have read the risk assessment, and can provide feedback afterwards. Special note is taken of any additional risks relating to 16 and 17 year-olds on social activities.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are well met. Accommodation offered is suitable, and the provision is managed very efficiently and to the benefit of students by the accommodation staff. The school's leisure programme is suitable, and risk assessments are thorough. *Care of students* and *Accommodation* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------	--------------------------	-------------------------------------	-----	--------------------------	--------------------------

Comments

Students aged 16–17 are enrolled on adult courses. At the time of the inspection 28 of the total 77 students were aged under 18; nine of the 28 under 18s were students from St Andrews attending Select English classes.

C1 The school has a clear and comprehensive policy covering all aspects of safeguarding, including safer recruitment procedures and e-safety, and codes of conduct for staff and hosts. Named members of staff are identified as being responsible for the implementation of the policy, and for responding to any allegations. The school has procedures for dealing with exceptions, such as a delayed DBS check on a teacher, but these are not currently included in the safeguarding policy. See also C4.

C2 The policy is made known to staff at induction and in their handbook, and to hosts and group leaders who sign to say they have understood it. There is excellent provision of safeguarding training in the school: all staff and hosts are required to undertake basic online safeguarding training, and four members of staff have received specialist training relevant to their roles. Staff involved in recruitment have received safer recruitment training.

C4 Safer recruitment procedures are clearly documented, and followed. All school staff undergo suitability checks and references are followed up. All adults (16+) in homestays are checked, although this is not stated explicitly in the safeguarding policy. There are two references on file for all homestay hosts, and declarations signed by all adults in the household. Group leaders are required to provide up-to-date police checks, and this was confirmed by the leaders of the closed group in school at the time of the inspection.

C5 Students aged under 18 are clearly identified in class registers and any absence is reported and followed up very promptly. Students aged 14 and 15 on courses at St Andrews who need additional English tuition are occasionally placed in Select English courses with students aged 18 and above. This is made clear on the school's website and teachers are well briefed on handling such classes. The leisure programme indicates activities not suitable for under 18s.

C6 There are rules outlined for under 18s in the student handbook. Curfew times are clear and made known to students, hosts and residence house managers. The parental consent form in use at the time of the inspection was not adequate since it did not require signed consent from parents/guardians in relation to independent travel, nor did it inform parents/guardians that their child would be studying in adult classes and not be supervised outside class time. No parental consent form was on file for one student aged under 18 in school at the time of the inspection. The parental consent form was amended immediately following the inspection and is now satisfactory.

C7 Students aged under 18 who request accommodation stay in homestay accommodation, or in one of the school's residences with a live-in house manager. If parents choose to make private accommodation arrangements for their child, the school requires this to be with a family member and to have signed written permission and details of the person the child will be living with. The relationship of the family member was added to the consent form immediately following the inspection. At the time of the inspection one under 18 was in private home accommodation: he had been placed there in error, was moved to a homestay but then requested a return to the private home which he preferred. The private home is close to the school and the student is very happy there. One under 18 was in homestay accommodation arranged by an agent (listed under 'privately rented rooms' earlier in this report); the accommodation officer had visited the homestay prior to authorising the placement of the student there, and judged the accommodation to be suitable. The inspectors are satisfied that in both cases the accommodation needs of the two under 18s are being monitored carefully by the accommodation officer.

Care of under 18s summary

The provision meets the section standard. There is generally good provision for the safeguarding of students under the age of 18 in the school, and in the leisure activities and accommodation provided. Amendments made to the school's parental consent form mean that the form is now satisfactory.